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ABSTRACT

The manual, to be used by the itinerant resource teacher, presents teaching objectives and proficiency levels for the development of communication, living, and social skills of visually handicapped students in kindergarten through grade 12. Communication skills are enumerated (number is indicated in parentheses) for totally blind students in areas of reading and writing braille (15), handwriting (five), math tools (10), and reading raised line maps (nine); and for both the blind and partially sighted in the areas of use and care of typewriters (19), and tape recorders and cassettes (15). Described are enroute objectives intended to develop proficiency of both blind and partially sighted students in the areas of personal grooming habits (18), environmental skills (seven), good housekeeping techniques (five), and travel techniques for blind (17) and for partially sighted (12) students. Such social skills as taking responsibility for classroom duties, and participating in school programs and field trips are delineated for both blind and partially sighted students. Evaluation for both categories of students is said to involve teacher observation and student performance. (MC)

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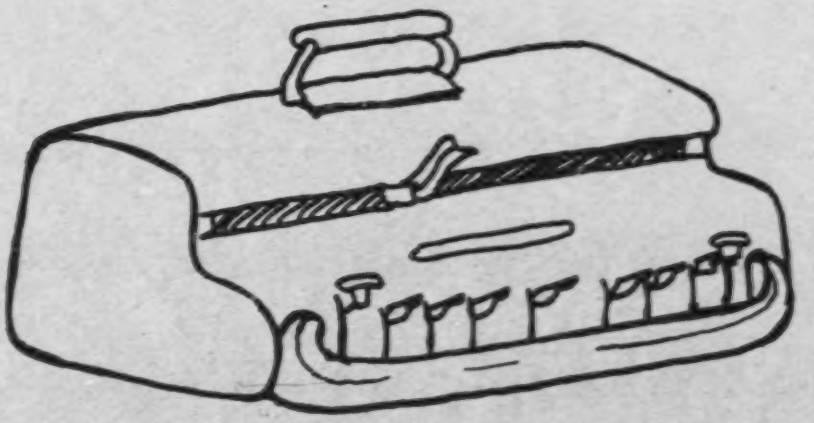
TEACHING OBJECTIVES



FOR THE ITINERANT RESOURCE TEACHER OF VISUALLY LIMITED CHILDREN

EC 051 879

MARY RIORDAN - CREIGHTON DISTRICT - PHOENIX

ED 077157

TEACHING OBJECTIVES FOR THE ITINERANT RESOURCE TEACHER OF VISUALLY LIMITED STUDENTS

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FORWARD

The unique role of an itinerant resource teacher for visually limited students in the regular classroom and the need for defining the specific educational goals led me to formulate a written document clearly stating those major goals of the program.

The statement of these objectives is the first step toward a diagnostic-prescriptive-evaluative model for teaching students with congenital or accidental visual problems.

I hope that this project will be helpful to other teachers of visually limited students as they work toward attaining these kinds of objectives. Further, I hope the project will be informative to all involved in education and to the community which will absorb the students into society as adults.

If the net result of this work will mean improved programs for the visually limited, then the time and effort spent has been worthwhile.

I wish to express my thanks to Mr. Dave Sieswerda, Director of Special Education, for his encouragement, interest, and understanding in this endeavor.

Mary Riordan
Itinerant Resource Teacher
for Visually Limited

DESCRIPTION OF POSITION

The Itinerant Resource Teacher is a certified teacher, qualified to supplement the work of the regular classroom teacher; to provide the students with individualized instruction using special equipment; to consult with the total staff and community in developing needed skills and programs; and to supply materials and needed equipment that will enable visually limited students to receive their education with sighted students in their local school districts.

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TEACHING OBJECTIVES FOR THE ITINERANT RESOURCE

TEACHER OF VISUALLY LIMITED STUDENTS

THE TOTALLY BLIND STUDENT WILL DEVELOP COMMUNICATION, LIVING, AND SOCIAL SKILLS AT LEAST EQUAL TO THOSE WHICH HE WOULD HAVE DEVELOPED HAD HE NOT BEEN BLIND SO THAT HE IS ABLE TO FUNCTION ADEQUATELY IN THE SIGHTED SOCIETY. THESE OUTCOMES WILL BE DEVELOPED DURING THE INTERVAL OF TIME FROM KINDERGARTEN THROUGH TWELFTH GRADE.

I. COMMUNICATION SKILLS

The student will demonstrate proficiency in communication skills which will enable him to become a useful adult in a chosen career.

A. Given instruction in braille techniques the student will read and write braille with 100% accuracy according to his individual rate of progress.

Enroute Objectives:

1. Writing braille
    a. maintains good posture
    b. inserts paper properly in braille writer
    c. uses proper fingers for keys
    d. learns alphabet and contractions

e. writes accurately

f. writes according to rules

g. uses proper erasure techniques

h. learns how to use the slate and stylus

2. Reading braille

a. recognizes letters and contractions

b. recognizes vocabulary

c. uses two hands across a line

d. clears each line

e. clears each page

f. keeps place consistently

g. finds place quickly

B. Given instruction in the use and care of the typewriter the student will identify the major functional parts with 70% accuracy according to his individual rate of progress.

Enroute Objectives:

1. locate letter keys on keyboard
2. locate number keys
3. locate punctuation keys
4. locate space bar
5. locate back spacer
6. locate margin release and stops
7. locate carriage and carriage release
8. locate paper holder
9. locate platen and knobs
10. locate shift key and shift lock
11. locate paper release lever

12. locate line-space regulator lever
13. locate variable line-spacer
14. locate line-space gauge
15. locate tabulator device
16. locate ribbon control
17. insert paper properly
18. use proper fingers
19. use proper erasure techniques

C. Given instruction in handwriting the totally blind student will demonstrate correct technique in signing his first and last name legibly for legal purposes with 70% accuracy according to his level of ability.

Enroute Objectives:

1. form letter legibly
2. make letters uniform size
3. join letters correctly
4. use proper spacing
5. proper use of signature guide

D. Given instruction in the use and care of tape recorders and cassettes the student will identify the working parts with 80% accuracy in one hour.

Enroute Objectives:

1. locate on-off control
2. locate function selector (forward, stop, rewind)
3. locate spindle
4. locate microphone jack and record control and volume control

5. locate fast forward control
6. locate volume control
7. locate specific material on tape
8. locate and set track exchange lever
9. set tape speed selector properly
10. locate speaker switch
11. locate ejector button (cassette)
12. thread reels
13. rewind reels after use
14. storage of reels
15. remove and replace covers

E. Given instruction in the use of math tools the student will perform math skills with 80% accuracy according to his level of need.

Enroute Objectives:

1. nemeth code
2. counting
3. abacus
4. cubarithm
5. clock
6. braille ruler
7. protractor
8. compass
9. money (makes change)
10. geometric shapes

F. Given instruction in reading raised line maps the student will identify map symbols with 70% accuracy according to pupil level of need.

Enroute Objectives:

1. locate boundaries
2. locate rivers
3. locate mountains
4. locate deserts
5. locate bodies of water
6. locate continents
7. locate cities, states, countries
8. locate scale of miles
9. locate longitude and latitude

II. ACTIVITIES FOR DAILY LIVING

The student will demonstrate proficiency in activities for daily living that will create a positive self-image and enable him to be an independent member of his classroom and community.

A. Given assistance in learning to attend to his personal grooming the student will demonstrate independence in maintaining a neat appearance with 100% accuracy at his level of need.

Enroute Objectives:

1. put on socks or hose
2. tie shoes
3. polish shoes
4. comb hair
5. wash hair
6. set hair

7. button and zip clothes
8. choose and match clothing
9. dress self
10. take bath and use deodorant
11. brush teeth
12. apply make-up properly
13. shave properly
14. proper care of nails
15. exhibit proper posture
16. know front and back of body
17. know body parts
18. can take care of bodily functions

B. Given assistance in environmental skills the student will demonstrate independence in performing these skills with 100% accuracy at his level of need.

Enroute Objectives:

1. move through cafeteria routine
2. use knife, fork, spoon properly
3. use acceptable eating methods
4. use telephone
5. turn lights on and off (for others)
6. go up and down steps
7. turn water faucets on and off
8. use water fountain
9. says "please" and "thank you"
10. makes proper introductions

C. Given assistance in learning good housekeeping techniques the student will demonstrate proper care of school work areas and supplies with 80% accuracy according to his level of ability.

Enroute Objectives:

1. keep work area neat
2. keep desk in order
3. keep books in order on classroom shelf
4. store brailler, paper, books within easy access
5. care for equipment and materials properly

D. Given instruction in techniques for traveling safely within the total school environment, the student will demonstrate his proficiency by moving from place to place unassisted with 100% accuracy within 4 weeks of his entrance in a classroom.

Enroute Objectives:

1. hand trailing
2. square off
3. learn directions--right, left, forward, backward, sideways, up, down, around, over, under, through, at, near, front, back, before, after
4. use teacher and other students as guides
5. listen for sounds
6. proper use of cane
7. locate desk
8. locate supplies
9. locate drinking fountain
10. locate cafeteria
11. locate office
12. locate playground area and equipment

13. locate other classrooms if in a departmentalized situation

14. locate washrooms

15. locate resource room

16. locate bus-loading area

17. learn route to and from bus

III. SOCIAL SKILLS

The student will develop skills and attitudes that will enable him to interact socially among peers and adults as a contributing member of his family, school, and community.

Given opportunities to work in group situations the child will develop socially acceptable relationships with peers and adults at all times according to his level of need.

Enroute Objectives:

A. share in class and limited group discussions

B. take his turn in speaking and answering questions

C. accept responsibility for classroom duties

D. participate in physical education, art, music, shop, and home economics classes

E. participate in school programs (Christmas, etc.)

F. participate in field trips

G. participate in extracurricular activities

IV. EVALUATION

Teacher observation and student performance will determine if the stated objectives have been met.

THE PARTIALLY SIGHTED STUDENT WILL DEVELOP COMMUNICATION, LIVING, AND SOCIAL SKILLS EQUAL TO THOSE OF HIS PEERS SO THAT HE IS ABLE TO FUNCTION ADEQUATELY IN THE SIGHTED SOCIETY. THESE OUTCOMES WILL BE DEVELOPED DURING THE INTERVAL OF TIME FROM KINDERGARTEN THROUGH TWELFTH GRADE.

I. COMMUNICATION SKILLS

The student will demonstrate proficiency in communication skills which will enable him to become a useful adult in a chosen career.

A. Given instruction in the use and care of the typewriter the student will identify the major functional parts with 70% accuracy according to his individual rate of progress.

Enroute Objectives:

1. locate letter keys on keyboard
2. locate number keys
3. locate punctuation keys
4. locate space bar
5. locate back spacer
6. locate margin release and stops
7. locate carriage and carriage release
8. locate paper holder
9. locate platen and knobs
10. locate shift key and shift lock

11. locate paper release lever
12. locate line-space regulator lever
13. locate variable line-spacer
14. locate line-space gauge
15. locate tabulator device
16. locate ribbon control
17. insert paper properly
18. use proper fingers
19. use proper erasure techniques

B. Given instruction in the use and care of tape recorders and cassettes the student will identify the working parts with 80% accuracy in one hour.

Enroute Objectives:

1. locate on-off control
2. locate function selector (forward, stop, rewind)
3. locate spindle
4. locate microphone jack and record control and volume control
5. locate fast forward control
6. locate volume control
7. locate specific material on tape
8. locate and set track exchange lever
9. set tape speed selector properly
10. locate speaker switch
11. locate ejector button (cassette)
12. thread reels
13. rewind reels after use
14. storage of reels
15. remove and replace covers

II. ACTIVITIES FOR DAILY LIVING

The student will demonstrate proficiency in activities for daily living that will create a positive self-image and enable him to be an independent member of his classroom and community.

A. Given assistance in learning to attend to his personal grooming the student will demonstrate independence in maintaining a neat appearance with 100% accuracy at his level of need.

Enroute Objectives:

1. put on socks or hose
2. tie shoes
3. polish shoes
4. comb hair
5. wash hair
6. set hair
7. button and zip clothes
8. choose and match clothing
9. dress self
10. take bath and use deodorant
11. brush teeth
12. apply make-up properly
13. shave properly
14. proper care of nails
15. exhibit proper posture
16. know front and back of body
17. know body parts
18. can take care of bodily functions

B. Given assistance in environmental skills the student will demonstrate independence in performing these skills with 100% accuracy at his level of need.

Enroute Objectives:

1. move through cafeteria routine
2. use knife, fork, spoon properly
3. use acceptable eating methods
4. use telephone
5. use water fountain
6. says "please" and "thank you"
7. makes proper introduction

C. Given assistance in learning good housekeeping techniques the student will demonstrate proper care of school work areas and supplies with 80% accuracy according to his level of ability.

Enroute Objectives:

1. keep work area neat
2. keep desk in order
3. keep books in order on classroom shelf
4. store paper and books within easy access
5. care of equipment and materials properly

D. Given instruction in techniques for traveling safely within the total school environment, the student will demonstrate his proficiency by moving from place to place unassisted with 100% accuracy within one week of his entrance in the classroom.

Enroute Objectives:

1. learn directions--right, left, forward, backward, sideways, up, down, around, over, under, through, at, near, front, back, before, after

2. locate desk
3. locate supplies
4. locate drinking fountain
5. locate cafeteria
6. locate office
7. locate playground area and equipment
8. locate other classrooms if in a departmentalized situation
9. locate washrooms
10. locate resource room
11. locate bus-loading area
12. learn route to and from bus

III. SOCIAL SKILLS

The student will develop skills and attitudes that will enable him to be a contributing member and interact socially among peers and adults as a goal for total life adjustment.

Enroute Objectives:

A. share in class and limited group discussions
B. take his turn in speaking and answering questions
C. accept responsibility for classroom duties
D. participate in physical education, art, music, shop, and home economics classes
E. participate in school programs (Christmas, etc.)
F. participate in field trips
G. participate in extracurricular activities

IV. EVALUATION

Teacher observation and student performance will determine if the stated objectives have been met.